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BOOK REVIEWS

A Decade of Civic Development. By CHARLES ZUEBLIN, Professor of Sociology in the University of Chicago. Chicago: The University of Chicago Press, 1905. Pp. 188. \$1.25 net, \$1.35 postpaid.

Assuming general agreement that an essential function of education is training for "social efficiency," it is clear that an important element in the work of the school and the teacher is the awakening in boys and girls of the civic consciousness—the establishing the habit of interest in what concerns the common good and of actual participation in the betterment of the community life. On its own premises, and in its relation to its own neighborhood, the school affords abundant opportunity for the practical cultivation of this consciousness and this habit. The teacher who is interested in this side of education will do well to read Professor Zueblin's book.

A Decade of Civic Improvement, by Professor Charles Zueblin, of the Department of Sociology in the University of Chicago, has just issued from the University of Chicago Press. The nine chapters discuss "The New Civic Spirit," "The Training of the Citizen," "The Making of the City," "The 'White City' and After," "Metropolitan Boston," "Greater New York," "The Harrisburg Plan," "Washington, Old and New," "The Return to Nature." Besides the 188 pages given to the consideration of these subjects there are nineteen full-page photographs illustrative of civic improvements accomplished or proposed in American cities. Professor Zueblin traces the genesis of the "New Civic Spirit" to the ethical and social ideals that developed during the latter years of last century, arousing a new conception of public responsibility, drawing the public-school system into closer accommodation with the conditions of industry and life, and expressing itself further in administrative reform in cities, and in the organization of village- and town-improvement associations.

The book is not merely a chronicle of civic development for the last decade. Its tone is hortatory and also prophetic. The terms "fraternity," "democracy," and "equality" are of constant recurrence in the midst of discussions at all times eminently sane and practical. "Civic development," as understood by Professor Zueblin, is not development toward the "life of cities" as opposed to that which is wholesome and natural for men and women. "The universal life is the common life. . . . As the citizen's opportunities for fellowship and contact with nature multiply, he will learn to travel the highway of the simple and rational which leads to the common good, a highway revealed to this generation by the new civic spirit."

In mechanical execution and in subject-matter the book is exceedingly attractive. It is a book for the student of society, the teacher, and the general reader. It is to be hoped that its somewhat technical title will not limit its circulation.

NATHANIEL BUTLER.

American Pioneers. By WILLIAM A. MOWRY AND BLANCHE S. MOWRY. New York: Silver, Burdett & Co.

A very interesting and attractive reading-book for children is *American Pioneers*, by William A. Mowry and Blanche S. Mowry. It is designed for supplementary read-

ing in the fourth, fifth, and sixth grades. It is one of a series of three books, designed to exploit America's great men and their deeds, the other volumes taking up inventions and heroes of America. The pioneers whose stories are told are divided into two classes, pioneers of civilization and pioneers of reform. The names in the first list are conventional ones, such as Champlain, Smith, Stuyvesant, Iberville, Marquette, Davy Crockett, George Rogers Clark, seventeen such characters being selected, of each of whom some interesting tale is told. The second part of the book divides the reformers into three classes, as they toiled in the fields of government, education, and philanthropy. Jefferson, Madison, Lincoln, John Harvard, Horace Mann, Mary Lyon, Samuel G. Howe, General Armstrong, John Eliot, Peter Cartwright, Dorothea Dix, and John B. Gough are the ones chosen for study. The little book is well illustrated, and certainly ought to prove its value as a means for awakening interest in such justly honored Americans.

FRANCIS W. SHEPARDSON.

Mediæval and Modern History. By HENRY E. BOURNE. New York: Longmans, Green & Co.

Professor Henry E. Bourne, of Western Reserve University, has prepared a compact volume of five hundred pages designed to give the important features of mediæval and modern history, as these are taught in the secondary schools. The design has been to select such things for discussion as have had a more or less direct bearing upon the history of Europe today. The geographical relationships have been carefully noted, and strict attention has been paid to chronology, the various events of history in several countries being arranged in respect to time, so that the pupil will be able to carry the general situation pretty clearly in mind, while studying some special detail. Each chapter has its synopsis, and also a list of suggested references for further reading, so that no pupil need be content with the necessarily limited treatment given by the author. There is a large number of illustrations, many of them out of the ordinary, and maps and tables add to the completeness of the volume. The story of development is brought down to the present day.

FRANCIS W. SHEPARDSON.

Laboratory Directions for Beginners in Bacteriology. By VERANUS A. MOORE.

Third edition, enlarged and revised. Boston and New York: Ginn & Co.

The third edition of this laboratory guide in elementary bacteriology is well deserving of wide recognition on account of its rational conception of plan, of clearness of style and exposition, and of its seeming general adaptability. It bears throughout the impress of the master-hand begotten of a wide experience.

If at all deserving of criticism, it is in the almost complete lack of illustration, even though being an adjunct to the plenteously illustrated textbook, a certain number of sketches would not have been out of place.

The book is of modest size and of pleasing appearance.

NORMAN MAC L. HARRIS.

THE UNIVERSITY OF CHICAGO.